

September 23, 2014

**University of Wisconsin - Madison
School of Social Work**

**Social Work 950, Proseminar in Comparative Family Policy
(Also Public Affairs 974-08)
Fall 2014 Syllabus**

Wednesday 8:30-11:30, 114 Social Work

Professor: Dan Meyer

Email: drmeyer1@wisc.edu

Offices: 212 Social Work (263-6335) and 3434 Social Science (262-7336).

Office hours: Monday, 8:30-9-30, Social Work, and by appointment

I. Description

This seminar focuses on family policy, broadly defined, with an international comparative emphasis. It fulfills a social policy seminar requirement for the PhD in social welfare, is cross-listed with Public Affairs, and is open to advanced MSW students and interested graduate students from other departments. The focus is on policy research and advanced policy analysis. No previous coursework is explicitly required, although to take maximum advantage of the course, a student should have some introductory background in social policy analysis. Moreover, many readings will employ neoclassical microeconomic theory, use quantitative methods, or use statistical techniques common in demography, so familiarity with these would be useful.

II. Objectives and Content

The following objectives for this course are consistent with all Proseminars in Social Policy in the Social Welfare program:

1. to gain understanding of selected U.S. social policies and policy issues
2. to increase students' ability to critically analyze social welfare policies and the effects of various policies
3. to improve fluency in writing about and discussing social welfare policy issues and the substantive and methodological issues involved in related research
4. to assist the student in identifying topics to pursue for their own future research and/or policy related work;

In addition, the following objectives are specific to this proseminar:

1. to increase understanding of the social policies of other countries
2. to increase students' knowledge of methodological problems and issues faced in comparative policy research

The course provides a selective survey of comparative family policy. Family policy is defined broadly: we will cover traditional areas including child care, income support for children, family leave, divorce/paternity, etc., as well as more general social policies on income support for elders, policy domains that clearly affect family functioning. Some of the topics covered will depend on student interests. As a graduate-level seminar, students are partners in the educational journey, **so the course content after the first 4 weeks may change somewhat** depending on the interests and skill levels of the students involved.

III. Texts and reading materials

Required readings include all or portions of the following book:

Gosta Esping-Andersen. 1990. *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press.

Required readings after the first four weeks are tentative and will be finalized at least one week in advance. Readings will either be available on the web or posted on the class web site at Learn@UW. Other course materials are also available at Learn@UW.

IV. Assignments and evaluation of student outcomes

Grades: 20% policy description paper; 20% structuring and leading class session; 25% policy evaluation paper; 15% critiques of readings; 20% class participation. This is a graduate seminar; the expectation is that the seminar will provide a collaborative learning environment. Students consistently completing the assignments at the expected graduate level will receive a grade of AB. Students completing outstanding assignments will receive an A. Students generally completing assignments, with some but not all meeting graduate-level standards will receive a B; students not completing assignments and those consistently not working at graduate level will receive lower grades. Academic honesty is a central requirement for graduate study. Please review the School of Social Work guidelines on plagiarism – (p. 32-33 of. <https://socwork.wisc.edu/files/PhDProgramGuidelines20142015.pdf>). If a student intentionally misrepresents another's work as their own, the student will receive no credit for the assignment and a final semester grade no higher than a C.

The Comparative Policy Project: The three main assignments for this course are based on a single family policy topic as it is experienced in three different countries. The topic and countries will be selected by the student and approved by the instructor. For example, a student could select: (a) affordability of child care in the US, Japan, and Norway; (b) income support for low-income elders in South Korea, Denmark, and Argentina; (c) access to contraception in the US, Sweden, and the Philippines; or (d) out-of-home placement policies when child maltreatment occurs in Australia, Poland, and Kenya. A proposal for a policy area and the countries to be studied is due at the beginning of class **September 17**.

- Policy Description Paper. This will be a 10-15 page double-spaced paper that compares the need for social policy (the extent of the social problem) in the three countries and describes (but does not evaluate) current policy approaches in the three countries. An outline of the paper is due at 9:00 a.m. **October 6**. The paper itself is due 9:00 a.m. **November 3**, although arrangements may be made to turn in this paper simultaneously with the policy evaluation paper, with the deadlines below.
- Structuring and Leading Class Session: Each student will be responsible for leading a portion of a class session, including selecting readings, presenting material, and leading discussion. The presentation builds off the policy description paper but also includes a presentation of key aspects evaluating policy in each country. If two individuals are working in the same policy area, with instructor approval they can co-lead a collaborative session, though the papers are required to represent individual work. Further instructions will be distributed.
- Policy Evaluation Paper: The final product will be a 10-15 page double-spaced paper that proposes criteria for evaluating policy and then evaluates policy within the three selected countries. An outline is required at 9 a.m. on **November 17**. The paper is due at 9 a.m., **December 17**. Turning in a paper after this date will probably cause you to receive an incomplete. Papers may be turned in without grade penalty until 9:00 a.m., **January 5** (papers turned in after January 5 will accrue significant penalties).

If a student prefers, it may be possible to submit an empirical research paper instead of the policy description and evaluation papers; see instructor for more information.

Critiques of Readings: Critiques focusing on the weekly readings are due at 9 a.m. the Monday before the class in which they are to be discussed. Each student is required to do 4 critiques; the weeks for

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each student will be determined by a sign-up process that ensures that all weeks have multiple students assigned. These will be graded as outstanding, meets expectations, or below expectations. Maximum length: 1.5 single-spaced pages. Required format: (a) summary of the author's major arguments (maximum one-half page); (b) critical appraisal of the central argument, and (c) 2 potential discussion questions for the class. If there is more than one required reading the week, the summary of each reading will be quite short (total of one-half page for all readings put together), the critique can be either of individual readings or the package as a whole, and the discussion questions should be constructed so that all readings would be useful.

Class Participation: Because much of the learning occurs during the class time, students are required to attend every class or to receive approval in advance for not attending. In addition, students are expected to have carefully and critically read all assigned readings, and to be prepared to discuss them.

V. Expectations of Students and Instructor

Students are expected to:

- attend each class session (or receive approval in advance for non-attendance), actively participate in the in-class discussions. (If you cannot attend class, you are responsible for knowing what occurred and for getting any handouts).
- carefully and critically read all required readings before coming to class,
- complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
- inform the instructor during the first week of the semester of any special accommodations needed for meeting class expectations (as approved by the McBurney Center);
- be respectful of other class members--a diversity of views and opinions may be articulated during discussions.

The instructor is expected to:

- assure that course objectives are being met;
- hold regular office hours and be available to students to answer questions through email during business hours;
- give reasonable guidance on preparing for assignments;
- be open to discussing concerns about the course;
- evaluate and return assignments in a timely manner.

VI. Specific course content and required readings

Week 1, Sept 3: Introduction and Overview of Course

Week 2, Sept 10: Social Policy Analysis

Ralph Dolgoff and Donald Feldstein. 2009. "Examining a Social Welfare Program within the Context of Social Justice: Structural Components, Alternative Program Characteristics, and Evaluation." Chapter 7 in *Understanding Social Welfare: A Search for Social Justice*. Boston: Allyn and Bacon, 8th edition.

Leonard M. Lopoo and Kerri M. Raissian. 2014. "U.S. Social Policy and Family Complexity." *The ANNALS of the American Academy of Political and Social Science*, 654: 213-230.

Daniel R. Meyer and Marcia J. Carlson. 2014. "Family Complexity: Implications for Policy and Research". *The ANNALS of the American Academy of Political and Social Science*, 654: 259-277.

Week 3, Sept 17: Family change: What is the context for family policy?

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Yen-Chun Cheryl Chen and Jui-Chung Allen Li. 2014. "Family Change in East Asia." Chapter 4 of Judith Treas, Jacqueline Scott, and Martin Richards, eds. *The Wiley Blackwell Companion to the Sociology of Families*. Malden, MA: John Wiley & Sons.

Ron Lesthaeghe. 2010. The Unfolding Story of the Second Demographic Transition. *Population and Development Review*, 36(2): 211-251.

Göran Therborn. 2014. "Family Systems of the World: Are They Converging?" Chapter 1 of Judith Treas, Jacqueline Scott, and Martin Richards, eds. *The Wiley Blackwell Companion to the Sociology of Families*. Malden, MA: John Wiley & Sons.

PROPOSAL FOR POLICY TOPIC DUE

Week 4, Sept 24: Social policy regimes: a modern classic

Gosta Esping-Andersen. 1990. Chapters 1-5 and 9 of *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press.

Benjamin Danforth. 2014. Worlds of welfare in time: A historical reassessment of the three-world typology. *Journal of European Social Policy* 2014, 24: 164-182.

Week 5, Oct 1: Family policy approaches: overviews, descriptions and criteria-based evaluations

Jonathan Bradshaw and Naomi Finch. 2010. "Family Benefits and Services." Chapter 32 in *The Oxford Handbook of the Welfare State*. (F. Castles, S. Leibfried, J. Lewis, H. Obinger and C. Pierson, eds.). Oxford: Oxford University Press

Brigida Garcia and Orlandina de Oliveira. 2011. Family Changes and Public Policies in Latin America. *Annual Review of Sociology*, 37: 593-611.

United Nations Department of Economic and Social Affairs. 2012. "Good Practices in Family Policy Making: Family Policy Development, Monitoring and Implementation: Lessons Learnt." <http://www.un.org/esa/socdev/family/docs/egm12/EGM2012FINALREPORT.pdf>

Juan Antonio Fernandez Cordon. 2009. "Policy Issues for Reconciling Work and the Family." Paper presented to the UN Expert Group Meeting on Family Policy in a Changing World. <http://www.un.org/esa/socdev/family/docs/egm09/Cordon.pdf>

OUTLINE FOR POLICY DESCRIPTION PAPER DUE 9 a.m. OCTOBER 6

Week 6, Oct 8: Family policy: Providing income support to children: Guest Speaker: Laura Cuesta

Ariel Fiszbein and Norbert Schady. 2009. Conditional Cash Transfers: Reducing Present and Future Poverty. Washington, D.C.: The World Bank Online: http://siteresources.worldbank.org/INTCCT/Resources/5757608-1234228266004/PRR-CCT_web_noembargo.pdf. Read: Overview (pp 1-27) and Chapter 2 (pp 45-66)

Maxine Molyneux. 2008. Conditional Cash Transfers: A 'Pathway to Women's Empowerment'? Read: Chapter 7 (pp. 26-41), Chapter 8 (pp. 41-48) and Chapter 9 (pp. 48-57)

James Riccio et al. 2010. Executive Summary. Toward Reduced Poverty Across generations: Early findings from New York City's Conditional Cash Transfer Program. New York: MDRC.

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<http://www.mdrc.org/sites/default/files/Toward%20Reduced%20Poverty%20Across%20Generations%20ES.pdf> Read: Executive Summary (pp. 1-18)

Save the Children UK, HelpAge International and Institute of Development Studies. 2005. Making Cash Count: Lessons from Cash Transfer Schemes in East and Southern Africa for Supporting the Most Vulnerable Children and Households.

<http://www.helpage.org/Resources/Researchreports/Makingcashcount>

Read: Chapter 1 (pp. 1-6) Chapter 2 (pp. 7-19), Chapter 4 (26-35) and Chapter 6 (pp. 43-49)

Week 7, Oct 15: Family policies focused on lone parents

Mia Hakovirta and Minna Rantalaiho. 2011. "Family Policy and Shared Parenting in Nordic Countries." *European Journal of Social Security*, 13(2): 247-66.

Tina Haux. June 2013. "Lone Parents and Activation -- towards a Typology of Approaches." *Journal of Comparative Social Welfare* 29(2):122-133.

Daniel R. Meyer and Christine Skinner. 2014. "Privileging Biological or Residential Relationships: Family Policy on Obligations to Children in 12 Countries." Forthcoming in *Families, Relationships and Societies*.

READ ONE OF THE FOLLOWING THREE ARTICLES:

Laura Cuesta and Daniel R. Meyer. 2012. "Child Support Receipt: Does Context Matter? A Comparative Analysis of Colombia and the US." *Children and Youth Services Review*. 34:1876-83.

Sangeetha Madhavan, Linda Richter, Shane Norris, and Victoria Hosegood. 2014. "Fathers' Financial Support of Children in a Low Income Community in South Africa." *Journal of Family and Economic Issues*. DOI 10.1007/s10834-013-9385-9

Vanessa Rios Salas and Daniel R. Meyer. 2014. "Single Mothers and Child Support Receipt in Peru." Forthcoming in *Journal of Family Studies*.

Week 8, Oct 22: Family policies focused on elders, mostly income supports

World Bank. "The World Bank Pension Conceptual Framework." http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/10/01/000334955_20081001055436/Rendered/PDF/457280BRI0Box31Concept1Sept20081pdf.pdf

Sitawa Kimuna and Monde Makiwane. 2007. "Older People as Resources in South Africa." *Journal of Aging & Social Policy* 19(1): 97-114.

Costanzo Ranci, Emmanuele Pavolini, Francesca Carrera and Alessia Sabbadini. 2013. "Long-term care systems in comparative perspective: care needs, informal and formal coverage, and social impacts in European countries." Chapter 2 in *Reforms in Long-Term Care Policies in Europe* (C. Ranci and E. Pavolini, eds). E-book. Springer.

Week 9, Oct 29: Family policies, continued: mostly focusing on issues of gender equality

Carmen Diana Deere, Gina E. Alvarado and Jennifer Twyman. 2012. "Gender Inequality in Asset Ownership in Latin America: Female Owners vs Household Heads." *Development and Change* 43(2): 505-30.

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Nancy Folbre. 2008. "Reforming Care." *Politics and Society* 36:373-87.

John Jankowski. 2011. "Caregiver Credits in France, Germany, and Sweden: Lessons for the United States." *Social Security Bulletin* 71(4):61-76.

POLICY DESCRIPTION PAPER DUE 9 a.m., NOVEMBER 3

Week 10, Nov 5: INDIVIDUAL MEETINGS WITH INSTRUCTOR

Week 11, Nov 12: Other family policies

Jody Heymann and Kristen McNeill. 2012. "Families at Work: What We Know about Conditions Globally." Policy Brief prepared for the United Nations Department of Economic and Social Affairs. <http://www.un.org/esa/socdev/family/docs/egm12/HEYMANN&MCNEILL-PAPER.pdf>

Angela Luci-Greulich and Olivier Thenenon. 2013. "The Impact of Family Policies on Fertility Trends in Developed Countries." *European Journal of Population* 29:387-416.

June Paul. 2014. "Child Protection in Federalist Countries: Cross-national recommendations for increasing effectiveness and reestablishing self-determination within indigenous communities. Manuscript; do not cite without permission of author.

Miho Sato. 2007. "Challenges and Successes in Family Planning in Afghanistan." Management Sciences for Health Occasional Paper No. 6.

OUTLINE FOR POLICY EVALUATION PAPER DUE, 9 a.m. NOVEMBER 17

WEEKS 12-14 FEATURE STUDENT PRESENTATIONS, WITH STUDENT-SELECTED READINGS

Week 12, Nov 19: Student Presentations I (Yonah Drazen, Tenah Hunt, Isabel Pike)

Week 13, Nov 26: Student Presentations II (Angela Guarin Aristizabal, You Hang Her, Young Sun Joo)

Week 14, Dec 3: Student Presentations III (Emma Kahloe, Hana Lee, Ying-Chun Lin)

Week 15, Dec 10 Wrap-up and Brunch at 1141 Elizabeth

9 a.m., December 17, POLICY EVALUATION PAPER DUE